|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand 1: American History****Concept 1: Research Skills for History** | **S1 C1-PO 1.** Use the following to interpret historical data:1. Timelines – B.C.E. and B.C.; C.E. and A.D.
2. graphs, tables, charts, and maps

**I** | I will use timelines, graphs, tables, charts, and maps to explain information about American history | Evaluation | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.microsoft.com/Educate/CreateTimeline/aspx><http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | B.C.E., B.C., C.E., A.D., timelines, geographic maps, political maps, |
| Strand 1: American HistoryConcept 1: Research Skills for History | **S1 C1-PO 2.** Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people). **I** | I will use timelines to show the events of … | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.microsoft.com/Educate/CreateTimeline/aspx><http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kids.gov/k_5/k_5_government.shtml> | Timelines, eras, periods, decade, century, millennia,  |
| Strand 1: American HistoryConcept 1: Research Skills for History | **S1 C1-PO** **3.** Describe the difference between primary and secondary sources. **I** | I will differentiate between a primary and secondary source | Analysis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://lcweb2.loc.gov/ammem/ndlpedu/start/prim_sources.html><http://www.kids.gov/k_5/k_5_government.shtml> | Primary, secondary,Source |
| Strand 1: American HistoryConcept 1: Research Skills for History | **S1 C1-PO 4**. Locate information using both primary and secondary sources. **I** | I will use primary and secondary sources to find information about American History | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://lcweb2.loc.gov/ammem/ndlpedu/start/prim_sources.html><http://www.kids.gov/k_5/k_5_government.shtml> | Primary, secondary,source |
| Strand 1: American HistoryConcept 1: Research Skills for History | **S1 C1-PO 5.** Describe how archaeological research adds to our understanding of the past. **I** | I will describe how archaeological research helps gather information about American History | Application | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Archeology, artifact, history, historian,  |
| Strand 1: American History**Concept 3: Exploration and Colonization** | **S1 C3-PO** **1**. Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization. **I** | I will show that Native American Tribes lived throughout North America before Europeans began exploring and colonizing | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Environments,  |
| Strand 1: American History**Concept 10: Contemporary United States** | **S1 C10-PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **I** | I will use information for other sources (class discussions, newspapers, magazines, television, internet, books, and maps) to describe current events | Synthesis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com> | Newspapers, magazines, television, Internet, textbooks,  |
| Strand 1: American HistoryConcept 10: Contemporary United States | **S1 C10-PO** **2**. Discuss the connections between current and historical events and issues from content studied **I** | I will describe connections between current events and American historical events/issues brought up in class | Evaluation | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com> | Current events,  |
| **Strand 2: World History****Concept 1: Research Skills for History** | **S2 C1-PO 1**. Use the following to interpret historical data: 1. Timelines – B.C.E. and B.C.; C.E. and A.D.
2. graphs, tables, charts, and maps

**I** | I will interpret information about history found in timelines, graphs, tables, charts, and maps | Analysis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.microsoft.com/Educate/CreateTimeline/aspx><http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com> | B.C.E., B.C., C.E., A.D. timelines,  |
| Strand 2: World HistoryConcept 1: Research Skills for History | **S2 C1-PO** **2.** Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).**I** | I will construct timelines that show events of…. | Synthesis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.microsoft.com/Educate/CreateTimeline/aspx><http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com><http://www.kids.gov/k_5/k_5_government.shtml> | Primary, secondary, source |
| Strand 2: World HistoryConcept 1: Research Skills for History | **S2 C1-PO** **3.** Describe the difference between primary and secondary sources. **I** | I will differentiate between a primary and secondary source used to get information about World History | Analysis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://lcweb2.loc.gov/ammem/ndlpedu/start/prim_sources.html><http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com><http://www.kids.gov/k_5/k_5_government.shtml> | Primary, secondary, source |
| Strand 2: World HistoryConcept 1: Research Skills for History | **S2 C1-PO 4.** Locate information using both primary and secondary sources. **I** | I will locate information about World History using primary and secondary sources | Knowledge | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://lcweb2.loc.gov/ammem/ndlpedu/start/prim_sources.html><http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com><http://www.kids.gov/k_5/k_5_government.shtml> | Primary, Secondary, source,  |
| Strand 2: World HistoryConcept 1: Research Skills for History | **S2 C1-PO 5.** Describe how archaeological research adds to our understanding of the past. **I** | I will describe how archaeological research helps gather information about World History | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com><http://kid.nationalgeographic.com/kids> | Archaeology, archaeological, historical, history |
| Strand 2: World History**Concept 9: Contemporary World** | **S2 C9-PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). **I** | I will describe connections between current events and World historical events/issues brought up in class | Synthesis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com><http://kid.nationalgeographic.com/kids><http://www.kids.gov/k_5/k_5_government.shtml> | newspapers, magazines, television, Internet, books, map |
| Strand 2: World HistoryConcept 9: Contemporary World | **S2 C9-PO 2**. Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2. **I** | I will use information for other sources (class discussions, newspapers, magazines, television, internet, books, and maps) to describe current events and World History issues/events brought up in class | Synthesis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://www.kidbiz3000.com><http://kid.nationalgeographic.com/kids><http://www.kids.gov/k_5/k_5_government.shtml> | newspapers, magazines, television, Internet, books, map |
| **Strand 3: Civics/ Government****Concept 4: Rights, Responsibilities, and Roles of Citizenship** | **S3C4-PO** 1. Describe ways an individual can contribute to a school or community. **I** | I will describe how a person can play an important part of the school or community | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://pbskids.org/democracy/parentseducators/perfectpresident.html><http://learningtogive.org/lessons/unit489/lesson1.html><http://www.lessonplanspage.com/LARead-AnalyzeIdentifyCharacterTraits45.htm><http://www.factmonster.com><http://www.kids.gov/k_5/k_5_government.shtml> | Community |
| Strand 3: Civics/ GovernmentConcept 4: Rights, Responsibilities, and Roles of Citizenship | **S3C4-PO 2.** Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy **I** | I will describe how such traits as respect, responsibility, fairness, involvement and others play an important part in keeping and improving a constitutional democracy | Application | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://pbskids.org/democracy/parentseducators/perfectpresident.html><http://learningtogive.org/lessons/unit489/lesson1.html><http://www.lessonplanspage.com/LARead-AnalyzeIdentifyCharacterTraits45.htm><http://www.factmonster.com><http://www.kids.gov/k_5/k_5_government.shtml> | Character traits, respect, fairness, responsibility, involvement, constitutional democracy,  |
| Strand 3: Civics/ GovernmentConcept 4: Rights, Responsibilities, and Roles of Citizenship | **S3C4-PO 3.** Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). **I** | I will describe the importance of being active participants in the democratic process by voting, participating in student government, political decision making, petitioning of public officials, and analyzing issues | Application | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://pbskids.org/democracy/parentseducators/perfectpresident.html><http://learningtogive.org/lessons/unit489/lesson1.html><http://www.lessonplanspage.com/LARead-AnalyzeIdentifyCharacterTraits45.htm><http://www.factmonster.com><http://www.kids.gov/k_5/k_5_government.shtml> | Democratic, voting, analysis, analyzing, petition, public officials, involvement,citizen |
| **Strand 4: Geography****Concept 1: The World in Spatial Terms** | **S4C1-PO 1**. Interpret information from a variety of maps: * contour
* population density
* natural resource
* historical maps

**I** | I will interpret information from contour, population density, natural resource, and historical maps | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Contour, population density, natural resource, historical maps |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **S4C1-PO 2.** Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude. **I** | I will show the location of land features (such as continents, waterways, mountain ranges, cities and others) by giving their latitudes and longitude | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Latitude, longitude, landform, mountain range, geography, waterways,  |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **S4C1-PO 3.** Identify the location of significant geographic features from content studied on a physical or political map. **I** | I will locate special geographic features or areas that were discussed in class, on a physical or political map | Application | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Landforms, mountains, mountain ranges, rivers,  |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **S4C1-PO 4**. Locate physical and human features (e.g., gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map. **I** | I will locate physical features (such as gulf, delta, isthmus, bay, canyon, swamp, peninsula, province, cape, tree line) both natural and man-made, on a map of the United States or the World | Application | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **S4C1-PO 5**. Identify each state on a U.S. map. **I** | I will be able to identify each state on a U. S. map | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | States, statelines, |
| Strand 4: GeographyConcept 1: The World in Spatial Terms | **S4C1-PO 6**. Construct maps, charts, and graphs to display geographic information. **I** | I will construct maps, charts and graphs to display geographic information | Application | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Geography, landforms |
| Strand 4: Geography**Concept 2: Places and Regions** | **S4C2-PO** 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors: 1. West, Midwest, Northeast, Southeast, Southwest

**I** | I will describe how each region is different than the others by showing its characteristics, both natural and man-made  | Comprehension | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Regions, west, southwest, North, northeast, northwest, Southeast, south, Midwest |
| Strand 4: Geography**Concept 6: Geographic Applications** | **S4C6-PO 1** Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific, Northwest and the West**I** | I will show how the geographic features influenced events in the Original Thirteen Colonies, the Great Plains, the Pacific, the Northwest and the West | Analysis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Landforms, geography, mountains |
| Strand 4: GeographyConcept 6: Geographic Applications | **S4C6-PO 2.** Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events. **I** | I will use geographic knowledge and skills (e.g., recognizing patterns, mapping, and graphing) when discussing events | Analysis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com> | Patterns, mapping, graphing,  |
| Strand 4: GeographyConcept 6: Geographic Applications | **S4C6-PO 3**. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources). **I** | I will use geographic knowledge and skills (e.g., recognizing patterns, mapping, and graphing) when trying to find a solution to a local, state, or national problem | Analysis | United States and Its Neighbors: The World Around UsMaps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet<http://www.brainpop.com><http://www.animatedatlas.com>[http:// ww.kidinfo.com](http://www.kidinfo.com)<http://www.factmonster.com><http://kid.nationalgeographic.com/kid><http://www.kids.gov/k_5/k_5_government.shtml> | Mapping, graphing, recognizing patterns, resources, shortage, abundance, regions,  |